



# 1997-98 KIRIS ASSESSMENT

## Open-Response Item Scoring Worksheet

### Grade 5—Arts and Humanities

The **academic expectations** addressed by the open-response item “Up & Down” are

2.22 Students create works of art (music) and make presentations to convey a point of view.

2.23 Students analyze their own and others’ artistic products and performances using accepted standards.

The **core content** assessed by this item is

#### **Music: Skills and Knowledge**

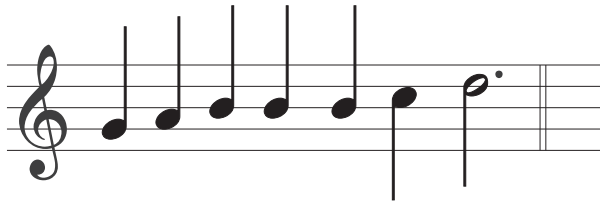
##### Music Elements

Melody: direction, pitch notation (notes)

#### **Up & Down**

Notes in a melody can move upward, downward, or stay in the same place using repeated notes.

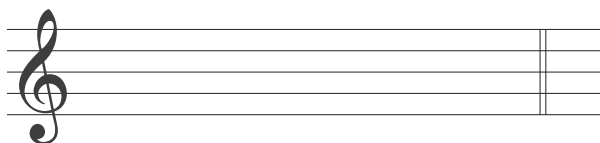
- a. In which direction is the melody moving in the following example?



- b. In which direction is the melody moving in the following example?



- c. Copy the blank staff below into your Student Response Booklet. Write on it a DIFFERENT melody going BOTH upward and downward. Include some repeated notes.





## SCORING GUIDE

### Grade 5 Arts and Humanities

Score	Description
4	Student correctly names upward direction for part a and downward direction for part b. Student writes a melody that moves upward <b>and</b> downward and <b>also</b> shows some repeated notes.
3	Student correctly names upward direction for part a and downward direction for part b. Student writes a melody that moves upward <b>and</b> downward but includes no repeated notes. <b>OR</b> Student correctly names upward direction for part a and downward direction for part b. Student writes a melody that moves upward <b>or</b> downward and includes repeated notes
2	Student correctly answers 2 of the 3 parts (e.g., part a and b but not part c; part a and part c but not part b).
1	Student correctly answers part a <b>or</b> b. <b>OR</b> Student attempts to answer <b>part c</b> but shows no understanding of how to put notes in an upward and downward melody on the staff
0	Response is totally incorrect or irrelevant.
Blank	No response.

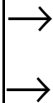


# ANNOTATED STUDENT RESPONSE

## Grade 5 Arts and Humanities

### Sample 4-Point Response of Student Work

Student correctly names upward direction for part a and downward direction for part b.



#### Student Response

In music the notes in the melody can move upward, downward, or stay in the same place using repeat notes.

a. The melody on the staff is moving in an upward direction.

b. In the following example the melody is moving in a downward direction.



This staff shows a different melody going upward and downward with some repeated notes.



Student correctly writes a melody that moves upward and downward and also shows some repeated notes.

### Sample 3-Point Response of Student Work

Student correctly names upward direction for part a and downward direction for part b.

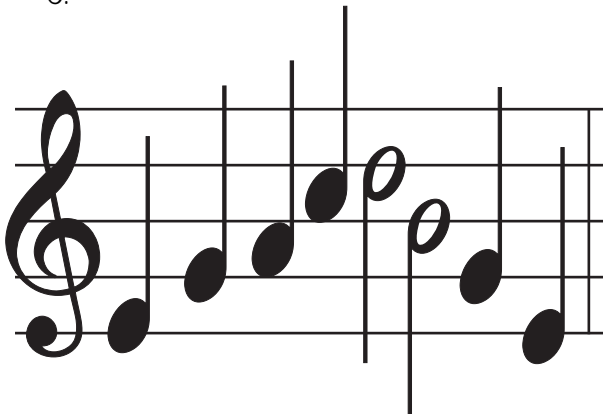


#### Student Response

A. The melody is moving upward.

B. The melody is moving downward.

C.



Student writes a melody that moves upward and downward but includes no repeated notes.



# ANNOTATED STUDENT RESPONSE

## Grade 5 Arts and Humanities

### Sample 2-Point Response of Student Work

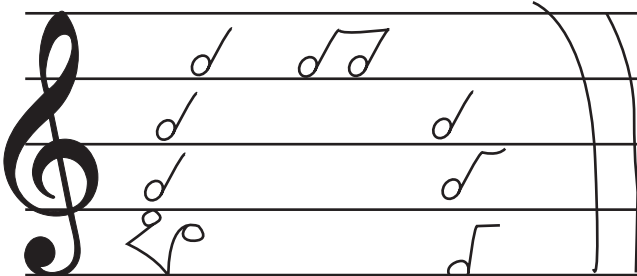
Student correctly names upward direction for part a and downward direction for part b.

**Student Response**

a) In the following example the melody is moving upward.

b) In the following example the melody is moving downward.

c)



That is my picture of notes going upward plus downward.

Student attempts to answer part c, but shows no understanding of how notes are placed on a staff.

### Sample 1-Point Response of Student Work


Student gives incorrect directions for part a and part b.

**Student Response**

A. The melody is movig up 5 times and down 2 times

B. The melody is movig down 2 and three up.

C.



I put up down,up, down,up, down.

Student attempts to answer part c, but shows no understanding of how to put notes in an upward and downward direction on the staff.



# INSTRUCTIONAL STRATEGIES

## Grade 5 Arts and Humanities

The open-response item “Up & Down” assesses 1) students’ understanding of how notes in a melody move upward, downward, or stay in the same place on a music staff, and 2) students’ ability to notate a melody that shows some notes moving in an upward direction, some notes moving in a downward direction, and some being repeated. The instructional strategies provided below present ideas to help students explore and master this concept and skill.

Show students a page from a music composition. Ask students to explain how they know that they are looking at music. Discuss with students the “language” of music, making sure that students understand that music is written with notes instead of letters of the alphabet. Also point out that music is written on music staves and is read in the same direction as we read a book. Ask: How many students know how to “read” the language of music?

Draw a music staff on the board or butcher paper (or ask a music student to do so). Explain, or ask a music student to explain, that a music staff has five parallel lines (number the lines) and four spaces (number the spaces), and that the notes of a musical composition are written on the lines and in the spaces. Show students examples.

Write, or ask a music student to write, several notes on the music staff. Make sure some of the notes are on the lines and some are in the spaces. Talk about the placement of the notes and how they are written from left to right.

Explain to students that notes may move upward, downward, or stay in the same place (i.e., be repeated) and that the direction of the notes corresponds to the changes in the sound of the melody. Show students examples.

Explain to students that there are different kinds of notes. Show students a whole note, half note, quarter note, and eighth note.

Tell students that a stem on a note goes up or down depending on the placement of the note on the staff. In most cases, the stem goes up if the note is on the first two lines or in the first two spaces of the staff, and the stem goes down for any other placement on the staff.

Have students work individually, in pairs, and/or in small groups to complete any or all of the following activities:

- Draw a music staff that has the lines  $\frac{1}{4}$  inch apart. Place  $\frac{1}{4}$ -inch colored label dots on the staff to practice getting notes in spaces (i.e., between the lines) and on the lines. Place some dots moving in an upward direction and some dots moving in a downward direction. Place some dots on the same line or in the same space to show repeating notes.
- Draw a music staff. Write some notes going up on the staff that are only on the lines. Then write some notes going up on the staff that are only in the spaces. Repeat the exercise with notes that go in a downward direction on the lines, then in the spaces.
- Draw a music staff. Write some notes that move upward on the staff (on lines or in spaces) and some notes that move downward on the staff (on lines or in spaces). Also write some repeated notes. Compare your music staff and notes with another student’s music staff and notes. Talk about how they are the same and how they are different.
- Look at a piece of music. Draw a music staff and copy the first twenty notes of the music piece onto your music staff. Have another student look at your work to make sure you copied correctly.



# INSTRUCTIONAL STRATEGIES

## Grade 5 Arts and Humanities

- Listen to a recording of a simple song. When the melody of the song is moving in an upward direction, point upward. When the melody of the song is moving in a downward direction, point downward.
- Look at the melody line for “Twinkle, twinkle, little star, how I wonder what you are.” Tell when the melody goes upward, when the melody does downward, and when the melody stays in the same place.